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Department of Education

Courses of Study in Grades XI and XII

The HOME ECONOMICS OPTION of The General Course, The Commercial Course, and The Art Course.

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COURSES OF STUDY
HOME ECONOMICS OPTION
OF THE GENERAL COURSE,
THE COMMERCIAL COURSE,
AND THE ART COURSE.
Grades XI and XII

FOREWORD

Pupils who select Home Economics in Grades XI and XII as one of the options for the Secondary School Graduation Diploma of the General Course will have studied Home Economics in Grade IX and/or Grade X and, possibly, in Grades VII and VIII. Thus it may be assumed that they will already have developed an interest in the subject, some knowledge and appreciation of the values of successful family life, and some competence in the fundamental skills and techniques. In Grades XI and XII, the courses of study in Home Economics should deepen and expand the interest, knowledge, appreciations, and skills of the pupils.

Girls in these grades are maturing adolescents with distinctive personal characteristics which require study by the teacher if the Home Economics programme is to meet their developmental needs. In addition, they are beginning to look forward to two future careers — wage-earning employment, and marriage with the establishment of families and homes of their own. To be effective, the Home Economics course should provide realistic experiences based on the lives and interests of the girls.

The course in Home Economics should not be an isolated part of the pupils' school experience. Since it contributes to the general education of the pupil it should be correlated with other subjects in the curriculum and play a part in the life of the school.

GENERAL OBJECTIVES

1. To deepen and expand the pupils' knowledge and appreciation of the requirements for successful family and personal life.
2. To help pupils to understand and to apply the principles underlying the many homemaking activities.
3. To help pupils to meet the problems of daily living by learning to plan and organize their work, and to make intelligent choices.

4. To help pupils to become acquainted with sources of information and assistance from which help in solving homemaking problems may be obtained.
5. To help pupils to learn that every individual has responsibilities as a citizen and must contribute to the welfare of the family and the community.

FACTORS INFLUENCING THE PROGRAMME

1. The pupils — their personal characteristics, needs, and interests; their past experiences; their family, home, and community background.
2. The body of knowledge and experiences which Home Economics as a subject has to offer.
3. Previous Home Economics education of the pupils in the Intermediate Grades. (See Curriculum I: 1 Revised 1951, Intermediate Division, Outlines of Courses for Experimental Use).
4. The relationship of Home Economics to other subjects of the school programme and to the general life of the school.
5. The accommodation and equipment provided for the use of the pupils at school, at home, and in the community.
6. The time allotted to Home Economics.
7. The size of the classes.

PLANNING THE PROGRAMME

With the foregoing in mind, a realistic course should be planned. Objectives for each day's class, as well as long-term objectives, should be established clearly in the minds of both teachers and pupils. Evaluation of progress should be continuous. As in the Intermediate Grades, a family-centered approach is a necessity. Topics should be selected carefully to meet the needs of the pupils.

Use of Resources

If the course is to be adapted to economic, social, and cultural conditions, it is important that the resources of the school, the home, and the community be used to enrich it. Pupils need guidance in using these resources to carry out worthwhile, practical, educational experiences wherever practicable.

A varied approach in the presentation of lessons adds interest. The use of a variety of teaching methods and devices is desirable. These will include such procedures as demonstrations by the teacher and/or the pupils, conferences and discussions, role-playing, talks or demonstrations by visiting specialists, individual or group assignments or pro-

jects, and the use of visual aids.

Pupil activity in the classroom should be so planned that effective use is made of all classroom facilities. A suitable reference library of books, current publications, and visual aids should be maintained.

The programme should find practical application in the home and community through suitable home projects and study assignments and by pupil participation in school and community activities.

Distribution of Time

The following time allotment is suggested only as a guide:

Personal, Family, and Social Relationship	8%
Housing and Home Management	12%
Clothing and Textiles	40%
Food and Nutrition	40%

It is realized that the areas will overlap and that they will not always be taught separately. In departments with two or more teachers, frequent consultation is required to maintain a well-balanced programme and a reasonable division of responsibilities.

PERSONAL, FAMILY, AND SOCIAL RELATIONSHIPS

OBJECTIVES

1. To appreciate the influence of family life on all members of the family.
2. To learn that people of all ages have tasks to face, the successful achievement of which leads to their happiness and to their success with later tasks.
3. To realize that homemaking is a life-time vocation for all members of the family.
4. To learn how homemaking skills and activities may contribute to greater family happiness.
5. To become aware of the importance of the family in a democratic society.

SUGGESTIONS

In the Intermediate Division, this phase of the course is taught for the most part as concomitant learning with the practical activities. In Grades XI and XII, this method should be continued. As an example of this, girls should realize that it is not enough to know how foods are prepared and how they nourish the body, but they should learn also how these same foods can contribute to a happier and more satisfying meal time for the family.

In addition, there is a body of knowledge concerning family relationships and home management which cannot be treated solely as incidental to the other activities of the course. For example, pupils need help in understanding that, although the pattern of the individual family may vary or change, there are recognizable characteristics of democratic family living, that the use of time and money affects family happiness, and that the family environment has an important effect on the growth of human personality. These are some of the topics to be presented and developed in a variety of ways.

It should be remembered that all girls are studying healthful living and child development in Physical Education, that some girls are studying topics related to consumer education and money management in subjects of the Commercial Course and that occupations and employment have been part of Guidance and Counselling. Teachers of Home Economics should be familiar with these other courses in order to prevent overlapping or duplication of content.

The study of Child Care and Home Care of the Sick is included in the Home Economics course at the Intermediate level. If for any reason these topics were omitted, some time should be devoted to them in either Grade XI or Grade XII.

Grade XI

I. The Family

A. The Nature and Purpose of the Family

1. The functions of the family
2. The ways in which industrialization and urbanization have changed the family
3. Characteristics of the stages in the life cycle of a family
 - the family of two
 - the growing family
 - the established family
 - the decreasing family

B. Living in Today's Family

1. Some characteristics of democratic family living
2. Changing roles of family members
 - (a) Fathers as wage-earners and homemakers
 - (b) Mothers as homemakers and frequently wage-earners, too
 - (c) Children as respected

Grade XII

I. The Role of Girls and Women

A. As Wage-earners

1. Employment trends, considering
 - (a) the number of single and married women working
 - (b) the kinds of jobs women hold
2. Types of occupations related to Home Economics
 - those requiring further training
 - those with on-the-job training

B. As Homemakers

1. The meaning of homemaking
2. Ways of preparing for homemaking

C. As Community Members

1. Recognition of the benefits offered by the community and the opportunities for service in the community through:

members in the family

II. Family Resources

A. Resources of the Family

1. Human resources

List the resources (time, energy, abilities, etc.) of different family members

2. Material resources

List the resources of the family and of the community used by the family

B. Management of Resources

1. Personal and family goals and values

2. Standard of living — needs, comforts, luxuries

3. Method of deciding how resources will be used, e.g., the Family Council

4. Management of time and energy

See "Home Furnishings and Equipment"—Time and Energy Management

5. Management of money Money income and real income Budgets—for family financing; for personal financing Saving and investment Insurance Credit

—Government representation and protective legislation

—Social welfare and recreational opportunities

—Educational and religious privileges

2. Today's World, One World

Recognition that the Canadian standard of living is affected by and affects the standard of living in other countries.

II. Consumer Education

A. Purchasing

1. Factors which determine price

2. Learning how to get one's money's worth

—guides to quality

—bargains

—advertising

3. Ways of paying for consumer goods and services

B. Responsibilities of the Consumer

1. Consumers' choices affect the production of goods and services, e.g., the activity and influence of consumer groups in Canada

2. Ethics of the shopper

HOUSING AND HOME MANAGEMENT

OBJECTIVES

1. To learn how to make the most of the home provided in meeting the needs of the family.
2. To gain knowledge and experience as a buyer of items used in the household.
3. To become acquainted with and able to apply the principles of art and design in home furnishing.
4. To add to the pupils' knowledge of the techniques of caring for the house, its furnishing and equipment.

SUGGESTIONS

Every family needs a place to live — a place which provides shelter, security, opportunity for family activities, and the satisfaction of physiological and psychological needs.

In developing this phase of the course, the teacher needs to be aware of the standards of living of the community in which she serves. An effort should be made to create an appreciation of the satisfaction which the pupils secure in their own homes, to help them distinguish between essentials, comforts, and luxuries, and to help them realize that these are not the same for all families.

It is not expected that the topics will be studied in the order which follows. Selection of content and methods of presentation will be influenced by such factors as the community, the pupils and their families, and the experiences of the pupils in the Intermediate grades. Emphasis should be placed where it is most needed. If classes in Grades XI and XII are combined, it may be better to plan a two-year course, offering the same topics to both grades during the same year.

The practical approach is important. For example, time may be spent to better advantage in studying trends in housing available in the community, or how to make the most of what you have in home furnishings, rather than in detailed study of styles of architecture and period furniture.

Grade XI

Home Furnishings and Home Management

A. Household Management

1. Time and energy management
 - (a) its importance in the home
 - (b) work simplification
 - (c) work schedules

Making a time and work plan for daily, weekly, seasonal, and occasional tasks.

2. Equipment management
 - Efficient use of equipment for
 - (a) service
 - (b) cost of operation
 - (c) safety

B. Comfort and Convenience in the Living Areas

1. Planning living areas to meet family needs
2. Colour and design in home

Grade XII

The House We Live In

A. Modern Trends in Housing

1. What they mean to personal, family, and community life
2. Housing needs of the family of two, the growing family, the established family, the decreasing family
3. Types of housing
4. Renting and ownership

B. Housing Legislation

1. Its purposes
2. Health standards
3. Safety standards
4. Zoning laws

- furnishings
3. Creating a suitable background
 4. Selection and care of furniture
Suitability to use
What to look for in construction
Care and maintenance
 5. Home furnishing accessories
See Clothing and Textiles — Household Accessories

C. Efficiency in the Kitchen

1. Purposes served by the kitchen in the life of the family
2. Kitchen planning
 - (a) Size
 - (b) Work routine and layout
 - (c) Floor and wall finishes
 - (d) Cupboards and work surfaces
 - (e) Selection, use and care of large equipment
 - (f) Selection, use, and care of utensils
3. Safety in the kitchen

D. Efficiency in the Laundry

1. Location
2. Selection, use, and care of equipment
3. Work routine and management
4. Principles and techniques involved in the family laundry
5. Special techniques for special fabrics and fabric finishes

E. Household Textiles

Selection and care of bedding, towels, table linen, draperies, rugs, chair covers. See Clothing and Textiles.

F. Dinnerware

Selection and care of china, glassware, silver.

G. Cleaning Equipment

Its selection, use, and care.

C. What to Consider When Buying a Home

1. The neighbourhood
Its importance to the family members
Community services
2. Financing
Adaptation to income and family needs
Purchasing methods
Maintenance costs
3. The House Itself
Suitability to family needs, considering
 - size
 - floor plans and division of space
 - exterior design and materials
 - heating, lighting, and ventilation
 - plumbing
 - storage for convenience
 - safety

CLOTHING AND TEXTILES

OBJECTIVES

1. To enable the pupil to acquire knowledge which will help her to
 - (1) develop an understanding of the clothing problems of a family;

- (2) analyse her own wardrobe needs and make wise selections;
- (3) understand the factors which influence style as related to fashion;
- (4) become an intelligent consumer of textile fabrics for personal use and home furnishing.

2. To provide opportunity for construction of clothing and accessories that will help to

- (1) develop skill in advanced techniques and better methods of construction and high standards of workmanship;
- (2) develop good judgment in the selection, use and care of sewing equipment.

3. To make the pupil aware of both the aesthetic and economic aspects of the clothing field through the study of

- (1) Canadian and other national crafts;
- (2) Consumer responsibility;
- (3) Employment possibilities.

Grade XI

I. The Family's Clothing

In Grades XI and XII the pupil should be aware that the practical problems of planning the wardrobe or choosing clothing for the family is solved in terms of what the family can afford. Other considerations are the effect on the health of the family of the clothing selected as well as the activities and standards of the group of which they are a part.

A. Factors Related to Wardrobe Planning

1. Clothing requirements of individual members of the family, e.g., infant, growing child, teen-ager, adult
2. Relationship to the family budget
3. Inventory of present wardrobe
4. Adequacy of garments on hand
5. Additional needs
6. Available shopping facilities

Grade XII

I. The Family's Clothing

To be a good consumer and to have a knowledge of good buying practices, the teen-age girl must be aware that in the textile field new fibres, yarns, fabrics, dyes, fashions, and even the production of clothing depend upon world-wide conditions.

A. Influences Affecting the Clothing

Standards of the Family

1. Social and economic factors
 - (a) Standard of living
 - (b) Value of human labour—wages
 - (c) Labour-saving machinery
 - (d) Government legislation
 - (i) standards required
 - (ii) informative labelling
 - (e) Activities of the members of the family
2. Methods of producing and marketing clothing
 - (a) Factory-made; ready-to-wear
 - (b) Custom-made
 - (c) Made at home

B. Assembling a Related Wardrobe

1. Selection of a colour scheme
2. Basic clothes, e.g., dress, suit, coat
3. Accessories
4. New garments to be made or purchased
5. Garments to be restyled or renovated

II. Fabrics for Clothing and Home Furnishing

The fabrics of today have been developed to meet specific purposes. The young consumer should know that not all desirable qualities are produced in one fabric, but to be functional a fabric should have those properties which make it most suitable for the family's clothing or for furnishings for the home.

Pupils of this grade should have some appreciation of the history and romance of natural and man-made fibres. A working knowledge of their characteristics will assist them in the proper care of fabrics and with construction of garments and home furnishing.

A. Fabrics for Clothing or Home Furnishing

1. Characteristics of Fibres
 - natural
 - man-made
2. Yarns
3. Blends
4. Construction of fabric
5. Pattern in fabric
6. Finishes

B. Simple tests — Fibres, Fabrics

1. Appearance
2. Feel
3. Burning

3. Buying practices
 - (a) Ethics for the buyer and the merchant
 - (b) Value of budgeting the income for clothing
 - (c) Methods of buying
 - (d) Bargain sales and goods
4. Trends in fashion
 - (a) Basic styles
 - (b) High fashion
 - (c) Fads

II. Design in Clothes

The student who is learning the meaning of taste in clothing must think of it as an art which is concerned with certain fundamentals.

She should be familiar with the elements and principles of design, not as rigid laws, but as guides to help her judge values and to select which are important.

An acquaintance with the great historic costume periods will help the student judge the merits of design in contemporary clothing because historic and national costumes are the main source of inspiration to designers.

1. Historic costume in clothing for children, women, and men as an influence on present-day clothes of the family
 - (a) Ancient times
 - (b) Middle ages
 - (c) Renaissance
 - (d) Modern times
2. Cycles of fashion
3. Contemporary designers — Canadian, American, European
4. Relationship of fashion, style, and personality
5. Expressing beauty in clothes
 - (a) Silhouette
 - (b) Elements of design as related to the figure and to clothing—line, shape, colour, texture
 - (c) Principles of composition as related to design in clothing — harmony, emphasis, proportion, balance, rhythm.
6. Use of optical illusion in design to emphasize good features or to improve figure faults.

C. Factors to be Considered When Purchasing

1. Cost
2. Suitability for specific purpose
3. Wearing quality
4. Comfort—warmth—coolness
5. Importance of
 - (i) labels or tags
 - (ii) brand names

III. Construction

The pupils of this grade have practised certain sewing skills in Grades VII to X by making fairly simple garments and household accessories. They will have the opportunity now to improve these skills and learn new techniques by the construction of more difficult garments using new fabrics and current fashions.

A. Factors to be Considered in Producing Professional-looking Clothes

1. Organization of step-by-step procedures
2. Correct handling of fabrics
3. Introduction of new processes
4. Use of simplified techniques
5. Accurate fitting
6. Skillful pressing

Suggested projects—dress (any season); unlined suit; housecoat; children's smocked dress or play clothes; household article

B. Sewing Equipment for Use in Classroom or Home

1. Selection, care
2. Use of machine attachments not previously used
3. Care of sewing machine—oiling and periodic cleaning.

III. Construction

The pupils' desire to master new problems in the construction of garments and home furnishing which include new techniques, use of original designs, as well as repetition of skills already learned, will help the teacher to guide the pupils in the choice of projects.

In this grade emphasis should be given to an understanding and practice of the fundamental principles of correct fitting. This experience should include the fitting of both new garments made by the pupil and the adjustment of ready-to-wear clothes.

Pupils also need help in practical experience with sewing techniques as they apply to the new synthetic fabrics.

Fitting—

1. Figure types for which pattern companies style and proportion patterns.
2. Figure types used by designers and manufacturers for ready-to-wear clothes.
3. Basic bodice and skirt patterns (commercial).
4. Fundamental grain lines in bodice and skirt.
5. Adjusting grain lines for figure faults.

Modification of commercial patterns to pupils' designs—

1. Bodice
 - (a) fundamental darts
 - (b) necklines and collars
 - (c) sleeves and cuffs
2. Skirts
 - (a) plain, pleats, flares
 - (b) circular

Methods of machine sewing for various types of fabrics with emphasis on new materials—

1. Size of machine needle and machine stitch
2. Tension
3. Pressure of presser foot
4. Speed of stitching

Suggested projects—dress (school, date, formal); lined jacket or suit;

lounging pyjamas or housecoat; child's garment. Home furnishing projects, such as boxed cushion, simple slip cover for chair, or drapes could be used as group problems.

IV. CONSERVATION

The efficiency with which the family is clothed will depend not only on wise spending, but also on the ability of the members of the family to make the best use of the resources on hand by skillful renovation, repair and care.

The ability also to alter new ready-to-wear clothing and remodel worn clothing will help to satisfy the clothing needs of the family.

The pupils should learn first-hand the advantages of modern care of clothing, the repair devices and aids which encourage orderliness and neatness and which make these qualities easy to achieve.

1. Alteration of new and used garments
 - (a) Changing hemline
 - (b) Raising waistline
 - (c) Adjusting shoulders
 - (d) Inserting darts
 - (e) Fitting sleeves
 - (f) Turning collars and cuffs
2. Mending and repair, e.g., zippers, invisible mending.
3. Care of special clothing, including furs, millinery, gloves, footwear.
4. Proper storage—daily and seasonal.
5. Choosing and packing clothes for travelling.

V. CRAFTS

Some skill in simple needlecrafts has been developed in previous grades by the girls of Grades XI and XII. They should now be given an opportunity to explore the field for more advanced crafts which are currently in vogue and which meet their interests and needs. Such practical experiences may include the interpretation of written directions in knitting or crocheting; designing and applying original designs in embroidery or smocking; the application of faggotting or Italian hemstitching to personal or household articles.

Glove-making may be introduced and the construction of simple hats of felt, fabric, or straw as a complement to a clothing project is a worthwhile experience to pupils of these grades.

VI. THE SEWING CENTRE IN THE HOME

If desired, this unit may be developed in either Grade XI or Grade XII—

1. Location in the home
2. Equipment—desirable, minimum
3. Storage
4. Lighting.

FOOD AND NUTRITION

OBJECTIVES

1. To develop an appreciation of the importance of food and nutrition for the health, happiness, and satisfaction of the family.
2. To gain skill in planning, preparing, and serving nutritious, appetizing meals.
3. To appreciate food preparation and service as an art, a science, and a hobby.
4. To learn how to extend gracious hospitality in the serving of food.
5. To consider problems of management of time, energy, equipment and space in meal planning.
6. To develop a knowledge of food costs and to learn how to manage the food dollar wisely.
7. To examine new products on the market and new methods of processing and to assess their worth to the homemaker.
8. To be aware of recent developments in nutrition and to learn how to influence people's eating habits so that their nutrition approaches the optimum.

SUGGESTIONS

In the Intermediate Division, emphasis is placed on the planning, preparation, and service of family meals with special reference to breakfasts, luncheons, and suppers. In Grades XI and XII, pupils will have the opportunity to increase their knowledge and add to their skills. The biggest task of the teacher, however, is to teach so that the pupils will steadily and cheerfully apply in their daily living their new concepts of food selection, preparation and service, and sound nutrition. Throughout all the work in food and nutrition pupils should be recognizing how influential they can be in affecting the health, the happiness, and the real income of their families.

I. Nutrition

A. Good Nutrition

1. Importance of good nutrition
2. Signs of good nutrition
3. Cost of good nutrition

I. Nutrition

A. Recent Developments in Nutrition Research

B. Nutrition Surveys

- Canadian studies
- Adolescent studies

B. Factors Affecting Nutritional Needs

C. Food Nutrients

Their functions, sources, daily requirements, results of deficiencies, effect of cooking and storage.

II. Meal Planning

The theory of planning healthful meals should be studied more formally than in the Intermediate Division.

In addition to the factors previously studied, the following should be added

- size and nature of the family
- economical management of time, energy and equipment
- variety in the flavour and texture of the foods.

III. Practical Cookery and Meals

The major objective should be to widen the pupils' knowledge of and experience with foods, cooking processes and types of service beyond that experienced in the Intermediate grades. Special attention should be given to the sanitary handling and storage of food and food products. While the food prepared may not always be served as a complete meal, the proper method of serving should be shown.

A. Advanced Food Preparation

1. Vegetables — unfamiliar varieties and new methods
2. Meats—steaks, chops, roasts
3. Poultry
4. Fish
5. Frozen foods — vegetables, meats, fish, pastry

One's own family
The school lunch

C. Ways of Influencing the Nutritional Habits of People

D. Special Problems in Nutrition

Overweight
Underweight
Infants, children, adolescents and old age
Food fads and fallacies

E. Digestion and Metabolism

cf. Science Course of Study
Health Course of Study

II Marketing and Food Processing

Families can be adequately nourished on low as well as high food budgets. How to get value for money spent is a skill which the conscientious homemaker can learn.

A. The Food Budget

1. The relation of the food budget to the family budget
2. Apportioning the food budget to provide a balanced diet

B. Food Processing

Current practices in processing food products for the retail market.

C. Buying Practices

1. How to get the most for your money by knowing what, when, where, and how to buy.
2. How to substitute foods for one another to reduce cost and retain food value.

III. Meal Planning and Practice

Meals should be planned, prepared and served by individuals or groups to meet varying conditions, for example

- low cost, high food value meals
- time-saving meals
- meals for family of two
- meals for family with small children
- emergency meals
- outdoor meals
- meals using left-overs
- meals for reducing

6. Flour mixtures—quickbreads, cookies, cakes, bread, pastry
7. Salads
8. Desserts — frozen, gelatine, batter
9. Preservation of food — refrigeration, freezing, heat.

B. Table Service

1. Table appointments—selection and care
2. Types of service
 - formal and informal dinners or luncheons
 - buffet meals
 - afternoon tea

C. The Kitchen

See Housing and Home Management — Grade XI — Efficiency in the Kitchen

IV. Hospitality

The preparation and service of simple meals and refreshments to class guests and school guests.

IV. Cookery

Pupils will continue to increase their knowledge of and their experience with food products, method of food preparation, appliances and equipment. It should be recognized, however, that the major objective will not be to broaden their experience only, but to develop in them a desire to continue investigating and evaluating those practices currently in use and to be alert to new trends.

A. Fundamental Cookery

1. Variations in standard recipes and standard cookery practices.
2. Testing and evaluating new recipes and newer techniques in food preparation.

B. Experimental Cookery

For example,

1. Comparison of methods of making cakes
2. The effect of temperatures and length of time on cooking meats
3. The uses of dry milk.

C. Cookery as a Hobby

The opportunity to look upon and to gain experience in cookery as a recreational craft should be encouraged.

VI. Quantity Cookery and Service

The preparation and service of beverages, simple meals, and party foods in large quantities for special events at school.

